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ABSTRACT

This monograph concerns a research project which employs survey and evaluation techniques to design a delivery system for library services for a low-income neighborhood. The research includes surveys of library users and of residents of the neighborhood, interviews with local organization representatives, and an evaluation of present library services. The daily log reveals the processes and problems involved in doing applied research for a service organization. The middle section of the report depicts some characteristics of potential library users from low-income neighborhoods and their opinions of and interests in library services. Community organizations which provide educational and social programs are discussed. A series of recommendations demonstrate how a branch library can respond to the needs and wants of potential disadvantaged users. The last section synthesizes these research results with sociological theory and research to create principles of responsiveness for any neighborhood human service organization. (Author)

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# ENHANCING THE RESPONSIVENESS OF A BRANCH LIBRARY TO ITS NEIGHBORHOOD

An Applied Sociology Monograph
submitted to the
Department of Sociology and Anthropology
Kent State University, Kent, Ohio
In Partial Fulfillment of the Requirements
for the Degree of Master of Arts

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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## INTRODUCTION

Sociology provides a useful perspective for analyzing and evaluating public institutions. While numerous sociologists have studied hospitals, prisons, and schools in depth, one institution which has received little scrutiny is the public library.

This monograph concerns a research project conducted for the Akron-Summit County (Ohio) Public Library in 1975. Its stated purpose was to design a delivery system for library services to a low-income neighborhood. The researcher asssumed that a public library is similar to other public agencies, and that the research methodology utilized and the service principles uncovered in this study are transferable to other human service organizations.

The research project was divided into several different areas of investigation: (1) a survey of library users, (2) a survey of a representative sample of all residents of the neighborhood, (3) visitations to the various social service agencies in the area, and (4) an evaluation of current programming by the branch library designated to serve that neighborhood. The supposition was that knowledge of community interests and present services available to residents would contribute to the planning of library services.

Chapter I is a researcher's diary, which reveals the stages of development in the project, the variety of tasks required and problems encountered, and the subjective reflections of the author along the route. Chapter II is a formal report upon the research design, the findings, and the subsequent recommendations to the practitioner. The study concluded that to be effective, the public library must be involved with the community and must establish a responsive institutional structure. In the last chapter, the author surveys the literature of sociology and other disciplines to support and elaborate upon the principles of responsiveness manifested in the project.

# CHAPTER I

## DAILY LOG: GLEANINGS FROM THE INTERNSHIP

### Introduction

Since the author was already a librarian, it was logical that his internship would concern library services. In late March, he contacted public libraries in the Kent area to ask if they would be interested in having a graduate student do research for them. Of the projects suggested, the idea presented by Mr. John Rebenack, Director of Akron-Summit County Public Library (ASCPL), was the most exciting.

In early May the director and the intern finalized the plans. The intern would assist the new Chamberlain Branch Librarian, who assumed that position in April, to develop services for the Joy Park neighborhood- a low-income, racially mixed area in eastern Akron. The branch had been involved in the initial planning for the Joy Park Community Center, which finally opened in September, 1974. Library services for this area never developed, as it was hoped they would. The director wanted to try again.

This log delves into the role of the action researcher and some of his methodological problems, the operations of a large city public library system, and life in a low-income, urban residential area.

## Daily Entries

Wednesday, June 18, 1975

When the intern arrived at one o'clock, the branch had just opened for the day, and it was already quite busy. Many children were coming in for the summer reading club. Every time they read a book they could add a colorful sticker to the outline drawing of the creature they chose. Over one hundred children were involved in making the "Crazy Critters."

The intern was starting a few days earlier than planned. The new branch librarian, Ms. Patricia Lowry, stated that she would not have much free time that week since some of her staff were vacationing. The applied sociologist must learn that often the regular staff have limited time to spend with him, so he must go ahead on his own.

Thursday, June 19, 1975

Using a bibliography from another library, the intern started to evaluate the Chamberlain Branch holdings on black history and culture. It occurred to him that it would be advantageous to compare the holdings at this branch with those of a branch in an all-white heighborhood. The branch libarian immediately knew such a branch and arranged for the intern to visit it. At the same time, she questioned whether a branch library needed some of the titles on the bibliogra-

phy. An action researcher must learn to accept questions and criticisms from the practitioner.

Friday, June 20, 1975

The staff at Chamberlain Branch Library impressed the intern. They gave a warm welcome to most people who entered the building. They were willing and capable of helping persons to find what they wanted.

Many senior citizens came to the library to sign up for their special discount card for bus fares and retail stores. The person had to show some official identification that he was over sixty-five. It was good to see the library cooperating with business and government in this venture.

Monday, June 23, 1975

The branch librarian and the intern agreed that a simple survey of library users would contribute to the overall assessment of present services at Chamberlain. The intern was told that any questionnaire had to be approved by Mr. Rebenack, Director of ASCPL. He convinced the intern that he should utilize sections of the questionnaire from the 1971 survey of the entire library system, so that valid comparisons could be drawn. The intern took the opportunity to ask Mr. Rebenack some questions about the relationship of the branches to the main library. While the intern did not agree with all of the stated policies, he appreciated the di-

rector's efforts to give straightforward and informative answers to the questions.

Tuesday, June 24, 1975

This day did not go as smoothly as it was planned. The intern tried to interview all of the people who came to the branch. Though the interview schedule was brief and most patrons cooperative, still some slipped by. Also a young boy interfered for a period. Some people were reticent about interviews. Still about ninety percent of the people entering the building were included.

Wednesday, June 25, 1975

Traffic is lighter on Wednesdays so the staff can relax somewhat and catch up on routine chores.

The intern worked on a scattergram of the library users' residences. It helped him learn the names of the streets, where the public housing projects were, and where the clusters of users are located.

The branch kept a record of the reference inquiries. On this day, there were questions about monkeys, summer programs for children, car-racing, stars, farming, publishing a book, coins, poison ivy, the Bermuda Triangle, Nostradamus, Nevada, horse stories, and tornadoes. This reflected quite a breadth of interests.

Thursday, June 26, 1975

This day was spent interviewing more patrons; the intern learned that this method of data collection is time-consuming and difficult. Some patrons were skeptical, inquiring why the survey was undertaken, and whether the administration was considering closing this branch. One staff member was concerned that the survey would show that this was a poor library. She felt that it was unfair to ask what suggestions people had without asking them also what they liked about the library services they received presently. Her argument had some validity.

Friday, June 27, 1975

Everyone from the full-time staff to the Neighborhood Youth Corps summer workers, who had less interesting jobs, kept busy and did not have much time to waste. The intern will have to remember that the staff do not have large amounts of spare time when he proposes any new services for Chamberlain. Nonetheless, it is legitimate to contemplate whether alternative endeavors would be more beneficial to the users than some of the current operations.

Monday, June 30, 1975

The practical lesson for the day was that advance planning and scheduling were critical in action research. First, it was discovered that Mr. Rebenack would be on vaca-

tion for one week. The intern could not proceed to the next stage of the project, the survey of Joy Park residents, until Mr. Rebenack approved the list of questions. Secondly, when the intern tried to arrange a meeting with the branch librarian and the Director of Joy Park Community Center, there were time conflicts so that the meeting had to be postponed an entire week. The community center director was in charge of junior olympics in Akron that week.

Tuesday, July 1, 1975

The extension division of ASCPL provided bookmobile services to areas adjacent to the Chamberlain Branch. In a three hour conversation, the division head conveyed to the intern her belief that bookmobiles are more functional than branch libraries in serving a mobile society. She also expounded upon the "politics" inside and outside of the library which affect who receives library services, and how much service they are given. The size of the service district, the facilities, the regulations, the funding, and the types of services possible in a library system- all are subject to the complex, multifaceted political process.

Wednesday, July 2, 1975

By interviewing the staff, the intern gained an understanding of the branch's historical development, which complemented the statistics from the user survey. For over fif-

teen years, Chamberlain was directed by a dedicated, older, outspoken woman. Though she had been active in the community in the past, her last years of work were marked by illness, a slowing down, and increasing impatience with the public. In April, 1975 she retired and a younger librarian took her place.

If one can obtain the rapport of the staff, they can provide valuable off-the-record comments about the behind-the-scenes operations of the library. For instance, one lady at the branch had formerly worked on the bookmobiles, and she could elaborate upon and qualify some statements made by the head of bookmobiles. Through discussion, some conflicts centering around the change in leadership came to the surface.

Thursday, July 3, 1975

The children's librarian revealed that she had inquired about doing a story-hour at the day-care center at Joy Park, and that she would do her first story-hour there that day. The intern went along to observe and the children seemed to enjoy it. There was one funny incident. After the librarian had told one story from memory and showed them the book, one child requested that she read it again from the book to see if she told the story correctly.

Monday, July 7, 1975

The intern spent the day planning the next stage in his

research, a door-to-door survey of the Joy Park neighborhood. It took a long time to number all of the blocks in the area so a random sample could be drawn. There was some discouraging news. The branch librarian had agreed that two of the Neighborhood Youth Corps girls could assist him in the survey. The problem was that the girls best suited for this project could only work certain hours, so that the options were to conduct interviews for only three hours per day, or to use other NYC workers who were less outgoing. An applied sociologist must cope with practical as well as theoretical problems.

Tuesday, July 8, 1975

This was a most enjoyable day. The branch librarian and the intern had a long conversation with Mr. Raymond Wells, Director of Joy Park Community Center. He is an interesting man with a wide range of experiences. He said that he was quite willing to cooperate with the branch in any way he could, since he knew that many area residents were not aware of libraries. He thought that the branch was too far away for many children, unless their parents took them. Several persons had also told him that the bookmobile lacked books relating to the black experience.

This appointment made the branch librarian more conscious of the presence of Joy Park, and the demand for li-

brary services there. Without the internship, she probably would not have taken time out of her busy schedule to go over to Joy Park.

Wednesday, July 9, 1975

Preparation for the door-to-door survey was completed. Mr. Rebenack looked over the survey, made a few minor changes, and gave the go-ahead. The two NYC workers received training in the specific behavior required for good interviewing. They learned the reasons for this particular survey, and they asked questions about details of the assignment. Next, the intern and the NYC workers did some role-playing so they became familiar with the script. Then the threesome made a practice run, interviewing "real" individuals in their homes. The intern was glad he had chosen the most outgoing workers, in spite of the fact that the survey would take longer.

Thursday, July 10, 1975

The home survey got off to a slow start. The weather was cool, but wet. More people than expected were either not home, or they did not want to answer any questionnaire. Some even refused to come to the door. Moreover, despite the branch librarian's efforts to make badges for the interviewers, a lady called library headquarters to investigate whether this was a legitimate survey. As a result, main library planned to supply "official" badges.

Friday, July 11, 1975

The survey team learned that the badges would not be ready for several days. This meant another alteration in the project timetable since the intern had planned to spend all of next week doing the survey. He was able to talk with the man in charge of adult basic education in Akron, and he confirmed that approval had been granted for the intern to go through the records at the adult basic education office. Other people at other agencies were not available; Friday afternoon is not the best time to make contacts.

Monday, July 14, 1975

The intern went to the Adult Basic Education Center on Steiner Avenue. His purpose was to go through the files of the 1974 and 1975 participants in ABE and record the names and addresses of all persons in this program who are residents in the vicinity of Chamberlain Branch and Joy Park Community Center. It was surprising how many young dropouts were enrolled, and how many older citizens were making the difficult choice to try to obtain a high school diploma. Many people from Joy Park were enrolled in ABE.

Tuesday, July 15, 1975

ASCPL has had a federally funded program to enhance the educational achievements of inner city residents through tutoring and group activities. Project Read, as it is called,

is located at Wooster Branch. The intern visited this site in a poor, undereducated neighborhood in western Akron. Th tutorial program was open to anyone from grade one through adulthood, and operated the year around. In addition, every month there was at least one program for the community, varying from a game night to a consumer education lecture. They were in the process of conducting a survey of the neighborhood. It would be advantageous to compare the results of the surveys in the two areas. Since Joy Park has stronger community organization, Chamberlain should be able to go even further than Wooster Branch in promoting library use.

Wednesday, July 16, 1975

That day was a mixed bag of success and failure. After many calls to Joy Park Community Center (JPCC), the intern finally reached Mr. Wells, and they had a meeting. The director again exhibited a cooperative spirit. The library was welcomed to put displays up there, and to place blurbs on library programs in the center newsletter. He would be pleased to have the library show films to groups at Joy Park. While he felt that the JPCC governing board was too busy to take on another project itself, he favored the idea of setting up a citizen committee to advise the branch librarian about neighborhood interests in library services.

When the intern tried to visit the bookmobile stop in

Joy Park, he could not find it because the location was printed incorrectly in the schedule. Time and gasoline were wasted.

Thursday, July 17, 1975

The badges finally arrived today, and the interviewers went out for three hours. The morale of the NYC workers was low. It may have been because of the weather or because all of the people interviewed were white. The intern bought them a cold soda, and they seemed to appreciate that.

Friday, July 18, 1975

Whoever is supervising a survey must do advance planning. Yesterday there were some problems locating the streets. The intern learned a lesson, and this day he wrote down upon every questionnaire the name of the street, which side and which house number to visit. He also checked the map carefully beforehand so that he knew where the streets were located. While there still were times when a little hunting was necessary, the surveying went more smoothly. Since it became apparent that the girls could not do as well alone, they went out as a team.

The intern concluded that he would disregard the interviews done the day before, since the area was not being served by Chamberlain or JPCC. From the start, the intern had been in a quandary about which area to canvass. There

was some question about what area Chamberlain should serve.

Tuesday, July 22, 1975

Every social scientist should have the opportunity of experiencing the joys and discouragements of door-to-door interviewing. To the housedweller the individual coming to the door many times represents an interruption, an invader who might be a salesman or a bill collector, or even a robber. Many persons want to know specifically what the survey is for, and what kinds of questions will be asked before they will let you in the door. They can sense any defensiveness or nervousness from the interviewer. He must be friendly, calm, and willing to explain patiently why he must obtain their opinions and gather private information.

The interviewers have been gaining confidence in establishing rapport with people. As a result, they have been doing a better job and have been obtaining more detailed and more frank answers.

Wednesday, July 23, 1975

This was another day of surveying and another day of learning. While many questions were clear and elicited direct responses, two or three questions were confusing and problematic for people to answer. If there had been more time to pretest, the bugs could have been worked out.

The intern was maturing as an interviewer. He no longer felt distrought if he was rejected at the door, since he knew that he would be able to do the desired number of interviews in the time specified.

Thursday, July 24, 1975

When one does interviewing, one learns many things about people, besides what is revealed directly by the questions posed. One obtains impressions of the neighborhood-the conditions of the houses, the size of the lots, and the maintenance of the yards. After having done this survey, the intern could state unequivocally that Joy Park was far from being a slum. Most houses were not about to fall down, nor were the interiors in general lacking in the basic furnishings and utilities. Yards were cared for, and many families were repairing or painting their homes. In Joy Park, there were a lot of children, and watchdogs were quite common. In fact, the intern was chased by one German shepherd. In many large cities, people feel that they need a dog for protection. The City ofAkron received federal funds to repave road surfaces and construct new sidewalks in this area; this improves the appearance and makes automobile travel more comfortable and safer.

Friday, July 25, 1975

With the last day of the survey came some reflections

about people's reactions to the interviews. Many, especially the elderly, were reluctant to talk to strangers; they were frightened and skeptical about getting into trouble if they answered questions. Sometimes adults were embarassed because they did not use the library. One lady said that she did not ever use the branch and therefore could not say anything about it, but her grandson could talk to me. Another woman called her son into the house during the interview to tell him not to answer any questions about the house. Many made excuses for not talking: they were going out, or they were sick, or they were too busy. One lady said that she had to make her husband's lunch, and then she proceeded to sit upon the front porch and relax.

Tuesday, July 29, 1975

The intern obtained a copy of a survey of eight thousand citizens, including preschoolers, children, teenagers, and adults, concerning branch libraries in Cleveland. Many of the questions were the same or very similar. Though it was unfortunate that the Cleveland survey was not at hand when the survey for Chamberlain was being constructed, the former can be used to substantiate or bring into question the findings of the latter, smaller survey.

Wednesday, July 30, 1975

The next assignment was to find out more about the Joy

Park Community Center. Before he interviewed any personnel from JPCC,,the intern read the monthly newsletter to learn background information.

That day the intern met with the staff responsible for recreational programs and senior citizen activities at Joy Park. Their evaluations of the successes and failures of their programs should provide the branch with clues about which library programs would do best. These two organizers said that adults were the least receptive to any kind of activities, but they wanted their efforts to reach adults expanded during the coming year. They realized that building strong and active community support and participation would take years.

Thursday, July 31, 1975

The intern returned to JPCC to talk with persons incharge of other services in the building. Many public and private social services come together to form a neighborhood center. Joy Park had a day-care center where children three to five participated in educational as well as recreational activities. The Akron Health Department operated a health clinic at this center, which provided special care for babies, expectant mothers, and welfare clients who lacked regular medical examination. Unwed mothers also could receive counseling and referral by a United Way agency.

The intern was drafted today to help with a program at the branch. Since the staff had not tried to burden the intern with any duties and had respected his independent role as a researcher, he felt that he could help out on this rare occasion. He did not feel that it would lead to further encroachments.

Monday, August 4, 1975

There was a welcome surprise awaiting the intern when he returned from the weekend. The prior week the adviser for the senior citizens at Joy Park had stated that she would favor some sort of library program for her group. She wanted to get started in the near future. The branch librarian reported Monday that she definitely wanted to execute the program, and that she had started planning with the Group Services Division at headquarters for such a program. It is a real breakthrough when research turns directly into action; it is unfortunate that it is the exception rather than the rule.

This was a good day. The intern requested and was granted the help of another NYC worker for the tedious job of analyzing the data from the door-to-door survey. The NYC worker and the intern counted and counted and counted to extract any significant differences in responses by age, sex, race, etc. The extra computations did produce some important findings.

Tuesday, August 5, 1975

There were other organizations in the Joy Park neighborhood with which the library could work. The Community Action Council center for eastern Akron served as a food cooperative, a referral agency, and an educational facility. Across the street was Souls Reoriented, which helped young persons and adults who were having problems with alcohol, drugs, or who just could not cope with life to reorient themselves to a healthy view of reality. The intern enjoyed visiting these neighborhood organizations.

Wednesday, August 6,1975

The stream of consciousness of the internship continues. A long time ago the researcher had intended to visit the bookmobile stop at Joy Park, and he finally made it there this day. Only two persons checked out books during the half hour they stopped there. The staff commented that Joy Park was their "worst" stop. They exhibited a defeatist attitude, sitting reading at their seats, and leaving a few minutes early. Some children came to the door and looked in, afraid and uncertain about whether they could enter. They were not invited in. A few entered anyway, looked around, and got cards to take home for their parents' signature. They did not return.

Since the Chamberlain children's librarian had a death

in the family, the intern helped with the story-hour at the JPCCday-care center. They were a very responsive and funny group.

August 12, 1975

In the morning, the branch librarian and the intern did some evaluating of the Chamberlain Branch services. Since the librarian was better acquainted with the intern, she spoke with more frankness than she did during the first weeks. Also the intern could ask more provocative questions since he knew more about the branch. The afternoon was spent further analyzing the results of the at-home survey.

August 13, 1975

The branch librarian and the intern had another round of talks. The intern reported upon the results of the surveys and the information he gathered from the organizations he visited. They discussed the possibilities for library services to Joy Park. Any researcher must try to probe the opinions of the persons responsible for decisionmaking before making any recommendations. For the first time, the researcher sensed that the end of the project was approaching.

Thursday, August 14, 1975

The intern looked at a book which he thought would give insights into the informational needs of the poor, but it was rather vague and general. Action researchers needs specifics.

Friday, August 15, 1975

Statistics. Statistics! STATISTICS! That was the only type of work the intern did this entire day. Mrs. Lavin, Professor of Sociology, helped him determine which data were most important, and which tests of significance to use. It became obvious that more planning at the beginning of the project would have made the statistical analysis at the end much easier. Still, headway was made.

Saturday, August 16, 1975

This was the only Saturday that the intern worked at Chamberlain, and he learned that traffic was slower and the people somewhat different at the end of the week.

The intern was gaining experience at doing statistical analysis. He could determine which test to use and set up the tables more quickly. The only excitement in this tedium was when some significant relationships were uncovered. Then it seemed worthwhile.

Monday, August 18, 1975

It was time to do some planning for the final report to the director and branch librarian. A lot of information had been collected, and it had to be organized, sifted, and reorganized into a logical presentation. With the analysis completed, a synthesis was required to make sense out of all of the data.

Tuesday, August 19, 1975

The intern had an appointment with Mr. Rebenack. The director was pleased with the results of the survey, and he thought that it would be a good idea if the other branch librarian also saw the report when it was completed, so that they could learn to be more objective and systematic about appraising patrons' interests and community needs. The two men discussed future possibilities for Chamberlain Branch and Joy Park.

Wednesday, August 20, 1975

The intern did not do much the last day, except talk with the staff. They were busy preparing for a party for the summer reading club. The expected one hundred children for the magic show and refreshments.

The internship ended on a hopeful note when the author visited the East Akron Community House, the only settlement house in Akron. The staff there were enthusiastic about cooperating with the branch in programming.

## CHAPTER II

## REPORT ON PLANNING LIBRARY SERVICES TO JOY PARK

### Introduction

Most librarians have little time to undertake their own research projects, and they rarely have money to hire outside researchers. As a result, they must plan services using the limited information about the community that they are given and their hunches about the educational and recreational interests and needs of the citizenry.

This chapter presents a more systematic and scientific approach to planning library services. The mass of data which was collected during the internship at the Chamberlain Branch has been tabulated, analyzed, and then synthesized for the benefit of the library staff. The real test of any applied research is whether it unearths any information, problems, working concepts, or solutions of which the practioner was not aware or sure.

The intern investigated several avenues which the staff would not have time to do. He conducted two surveys- one of branch library users, and the other survey of Joy Park residents. The other time-consuming endeavor was to visit the social service organizations in the area, and to find out what they were doing for their clients and whether the library could contribute to their programs. It was anticipated that this research would be beneficial in the planning

of library services for Joy Park. Now that the branch has a new librarian and the neighborhood center is a year old, the time is ripe for making definite plans for such services, and beginning to execute them.

This chapter is divided into sections devoted to the various aspects of the research project. The first section discusses the set-up for the two surveys. The second section examines the characteristics of Chamberlain Branch users, while the third section concentrates upon the Joy Park residents and their behavior patterns, interests, and views of the library. The reader should remember that these analyses are based upon the responses to the surveys, which are reproduced in the appendices. Next is a report concerning the social service organizations in the neighborhood with which the library might cooperate. Another section deals with an evaluation of present library services. The report ends with a series of recommendations for library services to the Joy Park neighborhood.

## Research Design

This project included two surveys. First, there was a survey of users of the Chamberlain Branch Library. The interview schedule consisted of nine questions, most of which were borrowed directly from the 1971 survey of all branches of the Akron Public Library. Thus, it was possible to compare the responses for Chamberlain in 1971 with those obtained in 1975. The questions are listed in the appendix.

The interviewing was conducted on Tuesday, June 24, 1975 and Thursday, June 26, 1975. The procedure was simple: the researcher tried to interview every person who came to the branch those two days, as they left the building. Children were included if they could provide answers. Though some people walked by and others refused, close to ninety percent of the people were interviewed. The sample totaled 261. The tallies for the different responses are provided in the appendix.

The Joy Park survey was much more time-consuming, requiring an investment of over sixty man-hours. It was conducted from July 10 to July 25, 1975, at the rate of three hours per day. Two Neighborhood Youth Corps workers who were employed at Chamberlain for the summer assisted the researcher. The procedure for this survey was for the author to interview

one individual, while the two NYC workers went together to another house on the same block.

There was a lot of preparation necessary before the interview team could go out. First, the section of the city to be sampled had to be specified. After much deliberation, the Joy Park Neighborhood was defined for this project as the region designated as the primary service area for the Joy Park Community Center, with the exception of the area north of Interstate 76. Citizens in the latter region do not frequent Joy Park Community Center or Chamberlain Branch. Second, to obtain a representative sample of the neighborhood, all of the residential blocks had to be numbered, a random selection of fifty blocks was derived using a random number table, and then two houses were chosen randomly within each block. Thus, there would be a sample of one hundred.

The actual sample drawn consisted of ninety-eight persons, with the following distribution of demographic characteristics:

Table 1

Sex Composition

| | |
|---|---|
| Males . . . . . | 26.5% |
| Females . . . . . | 73.5% |

Table 2

Racial Composition

| | |
|---|---|
| White | 32.6% |
| Black | 67.3% |

Table 3

Age Distribution

| | |
|---|---|
| 12-16 | 9.3% |
| 17-21 | 11.2% |
| 22-34 | 31.6 |
| 35-49 | 18.4 |
| 50 and over | 29.6% |

When a goodness-of-fit test was run for these tables, there was no significant difference in the distributions by race and age for the sample and the population at large. The sample is fairly representative of the population, except for the high percentage of women, since the survey was conducted only during weekdays. The information for the population was derived from the census tracts and can be found in the appendix.

The interview schedule for the home survey contained sixteen questions concerning the library use and interests of Joy Park residents. In constructing this list of questions several professional library surveys were used:

1. The Development of Franklin County Public Libraries 1980, by J.C. Yocum and F.D. Stocker
2. Changing Patterns, A Branch Library Plan for the Cleveland Metropolitan Area, by the Cuyahoga County Regional Planning Commission.

3. Library Materials in Service to the New Adult Reader, by Helen H. Lyman.

4. Public Library Services in Portage County: an Analysis for Planning, by James B. Skellinger.

The exact form of the interview schedule and the tabulated responses to it are available in the appendix. The responses will be interpreted in another section of this report.

Present Chamberlain Branch Library Users

Many sociologists would be surprised to learn that libraries have been engaged in social surveys for decades. By reviewing recent library surveys, one can make hypotheses about library use. A secondary analysis prepared for the Urban Library Trustee Council evinces that children and teenagers are the heaviest users, while only a small percentage of older citizens visit libraries.[1] The same study states that the more education a person has, the more likely he is to use the library. While a high school diploma increases the probability of library use, persons who have post-secondary education account for about half of all adult users.[2] Participation in any educational program, and income and race are found to be be strongly correlated with library use in another study of fifteen communities in the United States.[3]

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[1]Cathleen Palmini, A Study of Urban Library Needs, p.11.

[2]Ibid., p. 16.

[3]Claire Lipsman, The Disadvantaged and Library Effectiveness, p. 28.

In general, Chamberlain Branch users follow these patterns. The tables below reveal the demographic characteristics of the users:

Table 4

Age distribution

| | |
|---|---|
| 0-11 | 33.9% |
| 12-16 | 13.0 |
| 17-21 | 8.3 |
| 22-34 | 21.3 |
| 35-49 | 9.9 |
| 50 and over | 13.8% |

Table 5

Last School Attended

| | |
|---|---|
| Elementary or Junior High | 11.8% |
| High School | 49.1 |
| College or Graduate | 39.1% |

Table 6

Sex and Racial Composition

| | |
|---|---|
| Black | 7.7% |
| White | 92.3% |
| Female | 68.2% |
| Male | 31.2% |

Comparing these percentage distributions with those of the total population in the census tracts (see appendix), there are statistically significant differences. Library users tend to be white and female, with a high school or college education. Over sixty percent of Chamberlain users

are between the ages of one and sixteen, and twenty-two and thirty-four. Fourteen percent of the users are over fifty inspite of the fact that one-quarter of the population is over fifty. Though blacks constitute nineteen percent of the census tract total, they represent only eight percent of the users.

A study of branch library use in Cleveland collaborates most of these findings.[1] Since Cleveland is close to Akron, the sample large (8000), and the questionnaire similar, the Cleveland study is directly relevant to this research project, and it will be referred to several times in this report to reinforce findings in Akron.

Comparing the surveys of 1971 and 1975 (see appendix), the important change is in the age distribution. Excluding children under twelve, since they were not polled in 1971, the data suggest that fewer teenagers, and more young adults and elderly are using the library in 1975. One explanation for less teenagers in the sample is that the 1975 survey was conducted in the summer, the 1971 survey in the winter. Some staff propose another possibility, that fewer teenagers are using the public library because school libraries are improving. The distribution by educational level and sex remains fairly constant.

Between 1971 and 1975 there was a significant increase

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[1]Ernst & Ernst, Inc. Clevelanders' Opinions and Use of the Branch System, Vol. 1, pp. 10-11.

in the number of people who traveled one or two miles to the library. The percentage of users from within five blocks diminished dramatically. Since distance alone has been a known barrier to library use, if that barrier is crumbling even slightly, there is hope that the library can increase its clientele in the future. A scattergram in the appendix shows the residential pattern of the library users.

When one compares the users from Joy Park with those from the primary service area of the library (see appendix), besides the obvious difference in racial composition, the two groups are rather similar. Even their educational levels do not vary significantly and both groups have been using the library about the same number of years. A minor difference is that Joy Park residents are more prone to walk to the library than those from the more affluent areas.

Joy Park Residents and the Branch Library

Joy Park is a low-income neighborhood off of South Arlington Street in Akron. While the area is far from being a slum, a substantial minority are below the poverty line, and almost forty percent have less than a high school education. Since this project is concerned with extending library services in Joy Park, it would be beneficial to compare census tract data for Joy Park with data for the area from which seventy to eighty percent of the users presently come. This

is considered as the "primary service area" for Chamberlain Branch (CB-PSA).

If one looks at the data in the appendix, it is quite obvious that there is a disparity in the income and educational levels of the residents of the two areas. Though the age and sex distributions are similar, Joy Park has a much higher percentage of blacks. The branch must recognize that the potential users from Joy Park have backgrounds and interests distinct from those of present users.

Joy Park has thirty percent of the combined population of the two census tract areas; yet only eighteen percent of the users come from Joy Park, compared to eighty-two percent from CB-PSA. In the door-to-door survey of Joy Park, over sixty percent admitted that they did not use any library. Furthermore, the interviewer sensed that some people who said yes to the question, do you use any library or bookmobile, misinterpreted the question to mean, have you <u>ever</u> used a public library. Others undoubtedly wished to be compliant and give the preferred response. The Chamberlain user survey supplies evidence that far fewer than thirty-seven percent of Joy Park residents presently use a branch library.

Some unexpected findings resulted from a comparison of library users and nonsuers. Users from Joy Park do not have a greater proclivity for reading or organizational membership than nonusers. Neither is there any significant difference in

the sex or racial composition of the two groups. Moreover, in terms of the services they want and expect from the library, statistically they are not at variance. These are important findings for library programming. Library users from Joy Park do tend to be younger and more highly educated, and their children have a greater tendency to use the library than the children of nonusers.

Some questions in the door-to-door survey become more important when the responses are analyzed according to demographic characteristics. For instance, sixty percent of blacks say yes when asked if they go to Joy Park Community Center, whereas only three percent of the whites choose that response. In contrast, eight out of every ten whites and four out of every ten blacks in Joy Park know where Chamberlain Branch is located. It seems apparent that many whites view Joy Park Community Center as a black haven, while many blacks think of the public library as a predominantly white institution.

Many Joy Park residents are alienated from traditional norms and values. Almost one-third of the respondents have lived at their present addresses less than two years. They do not enjoy common leisure-time activities. Less than half spend much free time reading or watching television. Forty percent do not belong to any organizations, and an additional twenty-six percent belong to churches only. From this survey, block clubs seem to be the only other type of organiza-

tion with a strong following.

The responses to several questions reveal that the citizens feel alienated from education and library activities. A significant number do not use the library because they do not enjoy reading. Others expressed their feelings that the library is mostly for students, and that they are too ignorant to use it. The major reason cited for not using the library is that the person has too little free time. The Cleveland survey had that as the overwhelming response also.[1] Too little time is a convenient excuse since it implies that time is an uncontrollable force to which people must buckle. Although time is finite, one can choose somewhat how one wants to spend his leisure time, no matter how limited it is.

It is important for the library staff to understand what motivates people, and which factors encourage and discourage persons from using the library. Many Joy Park residents have obvious reasons for not using the library. Quite a few are sick themselves or must care for sick or handicapped relatives. A larger number state that the branch is too far away and they cannot get there. This collaborates with the finding that many Joy Park users walk to the library. Many more residents must take care of the children. Others comment that they do not like to borrow books, be-

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[1]Ernst & Ernst, Clevelanders' Opinions, p. 18

cause they have difficulty returning them. This is a common complaint from library patrons.

Although most Joy Park residents do not use the library, they have high expectations for it. Over seventy percent expect the library to provide information of all kinds. This concurs with most librarians' assessment of their major mission. Over half of the respondents believe that the library should supply popular books and fiction stories, and help the children with their homework. However, they have some reservations. The library should not purchase too much pulp; and while the librarians should help children find books for their assignments, it is not the library's responsibility to provide tutoring. A surprising number of Joy Park residents think the library should be a center of art, music and culture, though it is not clear what they want. Many people express a definite desire for educational programs for adults. Chamberlain Branch is especially weak in the last two areas.

In addition to learning what people expect in general from the library, it is beneficial to know which services specifically the target population favors. The residents of Joy Park are not that eager to have more magazines or easier books in Chamberlain Branch. While some would like the library to deliver books to their homes, others strongly oppose the idea unless the person is ill or handicapped.

The most popular suggestion was that the library show more educational and recreational movies. There is also a strong sentiment for more children's programs and more books on black culture and history. Others would like to have the library to be air-conditioned. There are requests for more hours, more copies of popular books, and an easier way to return books. These ideas should give direction to library programming.

The Cleveland survey also had a section dealing with suggestions for library services. The users felt that the main problem was that the branches had inadequate promotion and publicity. The nonusers recommended that the libraries have programs on English skills, homemaking, and consumer affairs for adults, and that they give the teenager something constructive to do with his free time. Teenagers themselves demanded film programs, rap sessions, and trips to interesting places. There were requests for dances and plays, more audiovisual materials, and craft programs at the branches.[1]

There are several questions in the Joy Park survey relating to reading interests, so that Chamberlain Branch can select materials and present programs on topics of current appeal. From a long list of topics, the residents express a strong desire to read about sewing and cooking, medical problems, sex, religion, and childrearing. The least appeal-

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[1]Ernst & Ernst, Clevelanders' Opinions, I, pp. 19-20; II, pp. 49-50.

ing subjects are women's rights, politics, household repairs, and adventure. Since books and programs usually are aimed at one age group, it might help to break down the voting by age categories. Then it appears that teenagers, for instance, are most interested in sports, sex, sewing and cooking, and job training.

Table 7

Reading Interests by Age Categories

| | TOTAL | 12-21 | 22-49 | 50+ |
|---|---|---|---|---|
| Sewing and Cooking | 37 | 7 | 19 | 11 |
| Medical Problems | 36 | 5 | 20 | 11 |
| Sex | 34 | 9 | 19 | 6 |
| Religion | 32 | 6 | 13 | 13 |
| Raising Children | 31 | 3 | 20 | 8 |
| Biography | 29 | 6 | 13 | 10 |
| Job Training | 27 | 7 | 14 | 6 |
| Budgeting and Buying | 27 | 2 | 15 | 10 |
| Sports | 27 | 10 | 11 | 6 |
| Romance | 26 | 5 | 14 | 7 |
| Race and Civil Rights | 26 | 4 | 14 | 8 |
| Drug and Alcohol Problems | 26 | 5 | 16 | 5 |
| Nutrition | 25 | 2 | 15 | 8 |
| Mysteries | 24 | 6 | 12 | 6 |
| Adventure | 22 | 5 | 8 | 9 |
| Household Repairs | 21 | 3 | 8 | 10 |
| Politics | 17 | 1 | 8 | 8 |
| Women's Rights | 15 | 1 | 8 | 6 |
| N= | 98 | 20 | 49 | 29 |

The types of magazines that Joy Park residents prefer are home and family, fashion, news, and sports. The most popular titles are Ebony, Jet, True Story, Readers Digest, McCalls, Essence, Ladies Home Journal, and Sports Illustrated.

Several persons buy magazines and paperbacks at different stores instead of going to the library.

In Cleveland, nonusers prefer more non-fiction and less fiction than users. The topics which interest the nonusers most are history, current affairs, sports, and homemaking. The priority subjects among teenagers in Cleveland are sports, funny stories, mysteries, and teenage stories. In addition, an appreciable number of teenage nonusers also like biographies and Afro-American literature.[1]

Community Organization in Joy Park

Too often the public library is isolated from the community it serves. To be effective, a branch library must be in contact with the neighborhood and coordinate its programming with the activities of the local organizations. One objective of this research project was to become familiar with the establishments offering social services in Joy Park. During conversations with the personnel at these organizations, it became more and more obvious that Chamberlain could and should have more interaction with them.

The Director of ASCPL specifically asked the author to explore ways in which that branch library could connect with Joy Park Community Center. This facility houses a day-care center, an outreach health clinic, offices for consumer coun-

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[1] Arnst & Ernst, Clevelanders' Opinions, I, pp. 15-16; II, p. 40.

seling and economic development, and an all-purpose room for sports and public assemblies. Some of the successful programs have been boxing, roller skating, hiking, senior citizens, and a girl's club.

During this research project, contacts between the branch library and the neighborhood center increased. Early in the summer the children's librarian started a weekly story-hour for the day-care center. Concomitantly, the author started having conversations with those delivering services at the community center. Sensing that the branch library had a genuine interest in extending its services, the Joy Park staff began to inquire about additional library services. Subsequently there was another children's program for Tiny Tots at the center. The advisor for the senior citizens thought that her group might want to visit the library. The branch librarian was working on a presentation for them. With this start, the field is fertile for other, more permanent links between the library and the neighborhood center.

Increased contacts between Chamberlain and other local organizations may bring similar payoffs. The East Akron Community Action Council Center has a reading period when children read stories and sometimes the staff reads to them. The library might tie in with the wide variety of group activities at Souls Reoriented, a drug prevention and education center. The staff members at East Akron Community House ex-

press an eagerness to work with Chamberlain on programs to develop the reading skills and interests of neighborhood residents. EACH has a very active program for children, teenagers and adults.

The community organizers at EACH have stimulated area residents to form block clubs. There are more than twenty clubs involved in self-help projects, political action, and recreational activities. It is important that the library recognize that block clubs provide a leadership structure and communication network for the neighborhood. Churches are another communication channel in the black community. Chamberlain should consider publicizing programs in laundromats, beauty parlors, and grocery stores, since many people frequent these businesses and they have time to observe notices while they wait for service.

Adults are probably the most difficult people to motivate to participate in library programs. Many times reaching out to existing adult groups is successful. One group in Joy Park are the over one hundred persons ranging in age from sixteen to sixty who are enrolled in adult basic education. That program is designed to assist people to finish their high school educations. Many of them are ready for library use, as evidenced by the fact that some of the enrollees registered for a library card at Chamberlain during the same period as they started in the adult basic education program.

## Evaluation of Present Library Services

Past library evaluations concentrated upon the inputs rather than the outputs. Usually their objective was to determine which components of the library system needed improvement: facilities, book collection, organization, procedures, or policies. While these things are important, this report places more stress upon the outputs of the library, and its relations with the outside environment.

From 1971 to 1974 the total annual circulation of Chamberlain Branch dropped nine thousand. The adult circulation remained constant, while the juvenile statistic declined precipitously.

Table 8

Annual Circulation for Chamberlain Branch

| | TOTAL | ADULT | JUVENILE |
|---|---|---|---|
| 1971 | 79,490 | 36,351 | 43,139 |
| 1972 | 78,830 | 37,416 | 41,414 |
| 1973 | 76,051 | 37,427 | 38,624 |
| 1974 | 70,299 | 37,141 | 33,158 |

In 1975 adult and juvenile circulation manifest a dramatic upswing. Several months have had total increases of over one thousand. The continuing trend is for adults to account for one-half of the circulation in contrast with only forty-

five percent in 1971. The staff speculates that children are relying more upon their school libraries.

During the first half of this decade, Chamberlain was not a very active branch. The children's librarian and the branch librarian were older women not in the best health. For children the main activity was a preschool story-hour. There were few school visits and virtually no programs for teenagers. Compared to other branches, Chamberlain had little community support and few volunteers. Still, the branch functioned fairly efficiently and patrons found what they wanted usually.

In April, 1975 the former head retired and a new branch librarian started. Since then, the building has been spruced up and the collection weeded of a lot of older books. The addition of a paperback rack has been well received; in fact, about twenty percent of the total adult circulation is from that collection. New displays of gothic novels, large print books, potpourri, and other special topics have stimulated borrowing too.

This summer children have had an opportunity to participate in several activities. The summer reading club had an enrollment of over two hundred. There was a craft program for six weeks and a nutrition series run by 4-H for four weeks. There was a story-hour at Joy Park as well as the library. During the spring the staff made visits to six area schools

to increase awareness of the library. For the fall, the following children's programs are planned:

A preschool story-hour
Bi-Centennial Crafts
Book talks for a remedial reading class
School of the Month Displays
Joy Park Story-hour
Christmas Tree Decoration

In contrast, programming for teenagers and adults is still in the planning stage and less extensive. While some junior high students may be interested in some of the activities mentioned above, more teenagers probably will be interested in the babysitting clinic, the TGIF period, and the chess club listed in the branch librarian's outline of objectives for 1975. Plans for comparable group activities for adults are missing from the report, as the branch librarian admits.

A branch library must relate to its neighborhood. For instance, the book collections of different branches should vary according to the educational levels and interests of the potential users. For this research project, a comparison was made of the holdings on black culture and history at Chamberlain Branch (mixed neighborhood) and Ellet (a predominantly white area). Checking a bibliography from the North Las Vegas Public Library against the card catalogs, the finding was that no significant difference existed in the percentage of either adult or juvenile holdings in black

culture and history in the two branches. Remember that Joy Park residents want the library to improve this area of the collection.

Chamberlain Branch must realize that its collection should also contain materials appropriate for persons with limited education. The vertical file is severely lacking in current pamphlets, and there are too few books for the new adult readers. On the other hand, the nonfiction collection has many good books on sewing, health, home repair and retirement, which a layman with low reading ability could understand. A poor consumer who comes to Chamberlain could find some very helpful, current titles:

What to Do with Your Bad Car.
How to turn Ordinary Complaints into Thousands of Dollars.
Getting the Most for your Money: How to Beat the High Cost of Living.

The administrators of ASCPL want the branch librarians to formulate objectives and plan expanded services. The problem for the branch staffs is to execute these programs within the restraints of time, money and materials. In order to facilitate the development of new services, the branch librarians need some freedom in regard to personnel selection, collection building, and circulation policies so that they know they can implement programs which they suggest.

## Recommendations

There are signs of optimism and activism in the Joy Park neighborhood: new sidewalks, public housing, home improvements, block clubs, and the Joy Park Community Center (JPCC). Chamberlain Branch also has reason to see a promising future. In 1975 circulation is booming, and more people outside of the immediate vicinity are making the effort to visit the library. Moreover, older citizens and blacks, who traditionally are not library-oriented, are using the branch more. Finally, the local service organizations seem to welcome additional library services.

A first step in planning library services for Joy Park might be the formation of a citizen's advisory committee. The governing body of the community center, the Joy Park Neighborhood Federation, might appoint an ad hoc committee of three to five persons to help the branch librarian to obtain community input and support. It would be beneficial too if Chamberlain could recruit volunteers from Joy Park, or hire an indigenous paraprofessional part-time to help with programs. The ideal situation would be for ASCPL to obtain funds (maybe from the Comprehensive Employment Training Act) for a liaison worker to coordinate library services with organizational activities in Joy Park.

Present opportunities exist for the branch to tie up

with neighborhood agencies. Chamberlain should continue elementary school visits and the story-hour at the day-care center. Regular visits by the children's librarian to the reading class at East Akron CAC Center and the reading circle for oral expression at EACH possibly could be arranged. The boy's and girl's clubs at JPCC and the brownies, cubs, Ebonettes (marching group), and Junior Chefs at EACH might enjoy an occasional library program.

Since people from Joy Park express some interest in adult programs and Chamberlain Branch is weak in that service area, the following proposals for adult group services should be explored:

(1) A series of book talks and/or movies for the senior citizens group at JPCC, which meets weekly.

(2) Visits to the Adult Basic Education classes at both Garfield H.S. and the Educational Training Center. Also letters of welcome could be sent to all ABE students in the Joy Park area (list already compiled).

(3) Invitations to the adult groups at EACH interested in theatre, sewing, dieting, and nutrition to come to the branch to borrow books or for some kind of a program. At the same time the groups could be encouraged to put up displays or give public presentations at Chamberlain.

(4) Contact women's and men's groups at JPCC about forming a partnership with the branch to sponsor programs such as book sales, educational lectures, photography exhibits or discussion groups at JPCC.

To counter the opinion of many teenagers that the li-

brary is only a place to study, Chamberlain should reach out to teenage groups such as Joy Pride (JPCC), the Soulettes (precision dance team at Souls Reoriented), the Junior and Senior High Clubs at EACH, and the youth block clubs organized by EACH.

While group services usually encourage library use, they reach only a limited number of people. Chamberlain needs to find ways to heighten public awareness of and promote library services throughout Joy Park. First, displays can be put up in JPCC, and posters and handbills can be placed in grocery stores, laundromats, and beauty shops. Area churches can be contacted. Second, the fine newsletters published by JPCC, CAC, and EACH for distribution in the neighborhood can be utilized. Third, library representatives can speak to the block clubs and other organizations about what the branch is doing.

Of course, all of this publicity will flop, if the library does not provide programs which are responsive to community needs and interests. The findings of the Joy Park at-home survey should be used to establish program priorities. For instance, good topics for adult programs would be medical problems, childrearing, or religion. Concerning the branch collection, funds could be sought to build up the black history and culture section. The vertical file needs more mate-

rials on topics of current interest.

A lesson learned in Project Read at Wooster Branch may be applicable to Chamberlain: Before you can encourage people to read you must get them into the library. Family nights, rap sessions, programs on black culture, consumerism, and educational opportunities and scholarships may attract persons who would not normally come to the branch. Our survey concludes that a number of area residents want Chamberlain to provide art, music and culture. The staff will have to consider how to respond to that demand.

The Chamberlain Branch should try to contribute to the life of the community. It could take part in the annual Labor Day parade through the Joy Park neighborhood. It would be good if the bookmobile could make special runs to the Joy Park Community Center for the summer concerts. Several other ASCPL branches sponsor an annual community event, such as an art show or a track and field day. Chamberlain should consider something like that; a carnival, a religious happening, or a pancake supper might be possible.

Finally, Chamberlain Branch needs to determine the parameters of its service area, so that it can strive to offer services to all of the people in that area. Our survey suggests that this branch restrict itself to the area south of Interstate 76 between Main Street and Joy Park.

## CHAPTER III

## PRINCIPLES OF RESPONSIVENESS FOR NEIGHBORHOOD AGENCIES

### Introduction

We are living through a period of unusual skepticism about politics and government. Many citizens feel that they are paying high taxes and reaping few benefits; they consider the government corrupt and inefficient.

Human service organizations, public and private, are suffering from a similar loss of public confidence. Parents question the teachers' integrity, minorities accuse hospitals and libraries of discrimination, and critics claim that the welfare system is doing little good. If local service agencies want continued public support, they will have to demonstrate that they can respond to community needs and deliver services beneficial to their clients and society in general.

The purpose of this chapter is to discuss some operating principles to be followed if a neighborhood agency seeks to become a more responsive service organization. In addition to what was learned from the internship at a branch library, ideas for this chapter were derived from a search of the literature pertaining to human service organizations.

## Relating to Clients and Community

It is naive to think that if social services are beneficial, people will gravitate "naturally" to them. Too many citizens are unaware of public services and the benefits derived from them. Moreover, the services offered sometimes are not the services most desired by the community. To be effective, the neighborhood agency must take responsibility for initiating contacts with potential clients, for discovering community needs and interests, and for demonstrating the relevancy of its programs.

### Establishing Contact and Rapport

If a neighborhood agency wants to serve more people, it must have an active program of recruitment. Studies have found that persons with low incomes or little education are not "unreachables," if they receive personal contacts.[1] Agency staff need to visit homes and spend time at barber shops, cafes, and other local gathering places. Success calls for imaginative and earnest approaches like that exhibited by a librarian who took a cart to busy streets, and then simply spoke to passersby, handed out registration cards, and peddled his books and magazines.[2]

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[1]William Schwartz, "Neighborhood Centers and Group Work," in Research in the Social Sciences: A Five Year Review, ed. by Henry Maas (NY: Nat. Assn. of Social Workers, 1971), p. 143.

[2]Eleanor Brown, Library Service to the Disadvantaged (Metuchen, NJ: Scarecrow Press, 1971), pp. 119, 143.

It is important for outreach workers to become familiar with the community organization and hunt for groups of potential clients. Attending meetings of and speaking to churches, men's and women's clubs, unions, block clubs, and senior citizens is a means of reaching a larger audience. The agency should support these groups and provide them with services when possible, and encourage their members to support and utilize the agency. Use of secondary associations can be "a very effective means of establishing two-way communication with significant segments of the community and of increasing the range of community participation."[1]

In her national library survey, Claire Lipsman identifies two critical factors for program effectiveness as community involvement and project visibility.[2] Besides individual and group contacts, there are other, indirect ways to enhance public awareness. A location close and convenient to the clients is a big plus. Also any service organization must recognize that it must "sell its public goods" by publicity and promotion. Newspaper articles, posters, handbills, television spots, sponsored contests, and benefit dinners put the agency before the public eye and attract customers.

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[1]Patrick Penland, Floating Librarians in the Community (Pittsburgh: U. of Pittsburgh Press, 1970), p. 92.

[2]Claire Lipsman, The Disadvantaged and Library Effectiveness (Chicago: Amer. Library Assn., 1972), p. 141.

In reaching out, the staff will learn that potential clients encounter physical, social, and psychological barriers to participation. Lack of transportation, care for relatives, and fear of failure are just a few of their problems. In addition, many clients feel that they are confronted with confusing policies and regulations and treated as helpless inferiors by agencies.[1]

Since most human service professionals are from the middle class, they must try to understand the different life situations of many clients. The staff should be tolerant, patient, warm, and friendly. Poor and undereducated adults look for someone "who will listen to them- to their fears, hopes, needs- and help them on the way that will get them out of the rut they are in."[2]

Establishing rapport takes time. The professional must evince that he is approachable, that he is committed to helping the client, and that he respects him. Studies have shown that communication flows more easily and more change is possible when an egalitarian relationship exists.[3] There

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[1]George A. Brager and Sherman Barr, "Perceptions and Reality: The Poor Man's View of Social Services," in Community Action Against Poverty by G.A. Brager and F.P. Purcell (New Haven: College and Univ. Press, 1967), pp. 74-75.

[2]Angelica Cass, Basic Education for Adults (NY: Assn. Press, 1970), p. 143.

[3]James E. Trela and Richard O'Toole, Stategies for Working with the Inner-City Poor (Cleveland: Vocational Guidance and Rehabilitation Services, 1973), p. 13.

needs to be dialogue with the client giving his definition of the situation, and the professional discussing his viewpoint with the client. Trust is the keystone of the relationship, for without it the professional "may be denied access to the client's person or to the full range of necessary but often covert information about the client, while the client may not follow the professional directives."[1]

Discovering Needs and Interests:

Too often a neighborhood agency assumes that it is serving community needs without making any efforts to determine what the priority needs are. Despite all of the exhortations about tailoring programs to constituencies, several studies have concluded that service organizations ignore or even circumvent client interests.[2]

There are several reasons why services are not responsive to community needs. Institutions such as the public library sometimes fail to acknowledge that society is changing and to modify their traditional objectives accordingly. Secondly, some agencies have the illusion that they can have a universal appeal, and therefore they should not cater to any

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[1]Clarence E. Bidwell, "Students and School: Some Observations in Client Trust in Client Serving Organizations," in Organizations and Clients, ed. by W.R. Rosengren and M. Lefton (Columbus, Ohio: Merrill, 1970), p. 39.

[2]Jack Rothman, "Community Organization Practice," in Research in the Social Services: A Five-Year Review, ed. by Henry S. Maas (NY: Nat. Assn. of Social Workers, 1971), p. 93.

particular category or group. Research commissioned by the Girl Scouts shows that middle and lower class parents have differing values and want contrasting programs for their children, so that the same programs are not appropriate for both sets of children.[1] Even when the agency designates the target population, it must consider the two levels of needs- individual and community- and determine upon which level(s) it will focus.[2]

A survey provides information about community needs, but it must be rather general and is quickly outdated. It should be supplemented with more detailed information gathered from client relationships and by participation in local organizations and activities. It is also advantageous to compare one survey with others to learn whether the propositions are supported or refuted.

Motivating Clients

Motivating individuals is a developmental process. The first step is to heighten the client's awareness of his needs; the next step is to offer ways to satisfy those needs. The counselor should assist the person to set attainable ob-

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[1]George Brager and Harry Specht, "Social Action by the Poor: Prospects, Problems and Strategies," in Community Action Against Poverty, ed. by George Brager and F.P. Purcell (New [illegible]: College and Univ. Press., 1967), p. 144.

[2]Trela and O'Toole, Strategies, p. 7.

jectives, and then arrange a program around them. The atmosphere should make the client feel that he is accepted, that he is improving, and that he can gain recognition for his successes.[1] A sense of belonging is important too.

Building Responsiveness into Organizational Structure

Efforts to reach out into the community and relate to people are futile, if clients then run into an unresponsive institution. Persons become annoyed with the waiting, the red tape, the confrontation, and the fragmentation involved in obtaining human services. The idea behind neighborhood agencies is to humanize the bureaucracy, to incorporate more citizen participation, and to produce coordinated and innovative programming.

Removing Institutional Barriers

A review of research on neighborhood centers concludes that to be effective, services must be accessible, acceptable, and immediate.[2] Convenient hours and locations are important to consumers of public services and trade goods alike. If services are delivered in a relaxed, informal, and

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[1]Robert Barnes and A. Hendrickson, Review and Appraisal of Adult Literacy Materials and Programs (Columbus: Ohio State Univ. Center for Adult Education, 1965), pp. 50-53; John R. Barry and Michael Malinovsky, Client Motivation for Rehabilitation (Gainesville: Univ. of Florida, n.d.), pp. 20,23,57.

[2]Edward J. O'Donnell and Marilyn Sullivan, "Service Delivery and Social Action through the Neighborhood Center," in Handbook of Human Service Organizations, ed. by Harold W. Demone and Dwight Harshbarger (NY: Behavioral Pub., 1974) p. 138.

personal manner, they are more easily accepted too. Long delays and unfulfilled promises, of course, discourage clients.

Demands from the bureaucracy thwart responsiveness by causing a "displacement of organizational goals." Instead of stressing client services, concern with smooth operations, manpower needs, and maintenance and expansion of the agency is paramount.[1] Service providers are accountable to the hierarchy, which requires the use of proper channels and adherence to regulations. They, in turn, control clients by withholding information, isolating individuals, and rewarding compliance so that they do not embarass the organization.[2]

The responsive agency reverses the thinking; it should be more accommodating toward the clients rather than molding the public to fit into the institution. Service providers should rely upon their code of ethics and peer group as a defense against the encroachment of bureaucratic constraints. Also there must be recognition for individuals who make outstanding contributions to the clients' welfare.

If the service provider identifies with the customer,

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[1] Robert A. Scott, "The Selection of Clients by Social Welfare Agencies: The Case of the Blind," in Human Service Organizations, ed. by Yeheskel Hesenfeld and Richard English (Ann Arbor: Univ. of Michigan Press, 1974), p. 495.

[2] Richard A. Cloward and Frances F. Piven, "The Professional Bureaucracies: Benefit System as Influence System," in Readings in Community Organizations, ed. by Ralph Kramer and Harry Spect (Englewood Cliffs: Prentice Hall, 1969), pp. 365-7.

he is more likely to work to surmount institutional barriers. More responsive agencies incorporate the position of advocate so that clients feel that they have someone on their side, who will listen, help them understand the policies, and work with them to improve or change the services. Neighborhood agencies should switch from a medical model of professional diagnosis and prescription to an orientation which accentuates communication and partnership.[1]

Community Control and Participation

In the past, adminstrators generally have taken more cognizance of the concerns of those controlling their resources (input constituency) than the demands of the beneficiaries of services (output constituency).[2] Federal support of the concept of "maximum feasible participation" has put pressure on local agencies to change their perception of clients as mere recipients to view them more as customers and constituents. One source states that "reponsiveness to the expressed needs of a disadvantaged community assumes that programs will be initiated with community residents rather than for them."[3] Organizational boundaries should be expanded to in-

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[1]Trela and O'Toole, Strategies, pp. 20-22.

[2]Roland Warren, "Interaction of Community Decision Organizations," Social Service Review 41 (Sept.,1967), 266.

[3]Trela and O'Toole, Strategies, p. 8.

clude clients as members with a voice in policymaking and a role in program implementation. It is important that citizens learn that they can affect their environment and contribute to community problem-solving.

The citizen advisory board is the most common mechanism for increasing community control of neighborhood agencies. Still, many conditions must be met if the board is to be effective. First, the selection process should insure that the diversity of the community is represented. A committee composed of only the upper strata or those favorable to the organization will alienate many others. Secondly, there must be opportunities for the board members to learn about the agency and to gain confidence in assuming responsibilities.[1] Their committee roles must be developed. Finally, the agency executive must have a genuine interest in sharing power with the board, and he must be willing to provide information to them, listen to their opinions, and act upon their recommendations. If their advice is never heeded, the board will soon disintegrate.

Another trend is for neighborhood agencies to use more indigenous paraprofessionals. In outreach, these workers quickly can develop informal and reciprocal relationships with potential clients. They also can investigate community

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[1]Nathan Handlin, "The Organization of a Clients' Advisory Committee," Public Welfare 25 (Oct., 1967), 276-77.

needs, promote services, provide feedback, and mediate disputes between customers and service providers. At the same time, the paraprofessionals learn new skills and serve as status models for people who are unsure whether they can improve their life situations.[1]

There are several requisites for a successful paraprofessional program: (1) careful selection, (2) practical training, (3) loose supervision, and (4) appropriate role function.[2] Candidates for these positions must identify with clients, exhibit human relations skills, and be willing to work. The training should include discussions of institutional goals and learning by doing through role-playing and problem-solving. Since a major contribution of paraprofessionals is their different viewpoint, they must not be transformed into middle class bureaucrats by authoritarian supervisors. While paraprofessionals can serve well as outreach workers and advocates, they usually are not prepared to do in-depth counseling or program adminstration.[3]

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[1]Yosef Katan, "Utilization of Indigenous Workers in Human Service Organizations," in Human Service Organizations, ed. by Yeheskel Hasenfeld and Richard English (Ann Arbor: Univ. of Michigan, 1974), pp. 456-58; Michael March, "The Neighborhood Center Concept," Public Welfare 26(April,1968),105.

[2]James Kent and C.H. Smith, "Involving the Urban Poor in Health Services through Accommodation-the Employment of Neighborhood Representatives," in Handbook of Human Service Organizations, ed. by Harold Demone and Dwight Harshbarger (NY: Behavioral Pub., 1974), pp. 285-288.

[3]Frank Loewenberg, "Social Workers and Indigenous Nonprofessionals: Some Structural Dilemmas," in The Practice of Social Intervention, ed. by Frank Loewenberg and Ralph Dolgoff (Itasca, Ill.: F.E. Peacock, 1972), p. 348.

Concerning the whole question of community participation, studies evince that no strategy has universal success. Each agency must determine which strategy will produce the most positive response from its community. [1]

Coordinating Programs

To maximize responsiveness, human service organizations must find ways to combine specialized service units into more comprehensive systems which can treat the whole person or even an entire family. Then the public no longer would encounter such a divided and disjointed host of services.[2] The agencies would benefit from increased access to clients, elimination of duplication, and the availability of diverse expertise.

To bring this dream into reality is difficult. Human service organizations have divergent ideologies, goals, and authority structures, and they may compete for clients.[3] To overcome these obstacles, interagency cooperation must start with small, concrete projects which clearly benefit both par-

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[1]Doris Chertow, "Literature Review: Participation of the Poor in the War on Poverty, "Adult Education 24 (Spring, 1974), 190-191.

[2]Neil Gilbert, "Assessing Service Delivery Methods," Welfare in Review 10 (May/June, 1972), 25.

[3]Sol Levine, "Organizational and Professional Barriers to Interagency Planning, " in Handbook of Human Service Organizations, ed. by Harold Demone and Dwight Harshbarger (NY: Behavioral Pub., 1974), pp. 375-377.

ties. Interagency conferences can be held to increase staff awareness of what other agencies are doing. Then other efforts at coordination can be proposed: client referrals, information and personnel exchanges, and mutual support of funding drives. If these succeed, agencies must risk involvement in joint service programs. One survey presents evidence that interagency cooperation gives dividends to agencies by improving internal communication, encouraging professional activity, and stimulating innovative programming.[1]

Program Evaluation and Change

Responsive agencies must be effective also, because clients want concrete services as much as understanding and respect. The problem is that there are few proven techniques for delivering human services. Agencies must advance the methods of evaluation so that they have better clues about which kinds of program changes are required. Are certain programs obsolete or inadequate? Does the delivery system need improvement? What new services are demanded?

Program evaluation should be one part of systematic programming. Starting with data about community needs and resources, the agency should set clear and specific service

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[1]Michael Aiken and Jerald Hage, "Organizational interdependence and intraorganizational structure," in Human Service Organizations, ed. by Yeheskel Hasenfeld and Richard English (Ann Arbor: U. of Michigan Press, 1974), pp. 607-8.

objectives. Then the staff must study alternative approaches to those objectives, and choose a definite plan of action. Implementation follows. To monitor progress, periodic evaluations are made, and based upon this feedback, the programs are revised.[1]

Two other intrinsic qualities of responsive programming are spontaneity and flexibility. The importance of the timing of service delivery is often neglected. If people learn that a human service organization can and will respond quickly to unexpected opportunities and crises, they will have more faith in it. Over a larger time span, the agency must have the flexibility to adjust to population shifts and changing social problems.

The neighborhood agency must consider adopting new services to correspond to the social change. For example, recently urban public libraries, sensing that their clientele has changed, have started information centers, black cultural programs, and adult basic education. Service providers must be given the freedom to experiment with different kinds of facilities, programs, and procedures to find out what works. A certain degree of autonomy is required for effective programing.[2]

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[1]Robert Perlman and Arnold Gurin, Community Organization and Social Planning (NY: John Wiley, 1972), pp. 61, 227.

[2]Lipsman, Library Effectiveness, pp. 93-98.

## Summary

Responsiveness combines two human qualities: (1) the capacity to understand and relate to others, and (2) the capacity to give others what they need or desire. While no person or group develops these capacities fully, neighborhood agencies cannot perform their main functions unless they are dedicated to the principles of responsiveness.

The foundation of a responsive agency is a strong and active relationship with the neighborhood. By means of promotion and outreach, the agency should be in contact with people. The staff must communicate concern and encouragement, build trust, listen sensitively, and stimulate self-actualization. Only then are the clients ready for services.

An equally difficult task is to change the agency so that it can accommodate clients and provide for their needs. New policies and procedures should facilitate rather than retard service delivery. Increased interagency cooperation and systematic planning and evaluation should result in more effective programs. A democratic adminstration should incorporate advisory committees, advocates, paraprofessionals or other channels for client feedback and participation. Recognizing that it is a dynamic experiment in community development, the agency constantly must be searching for ways to enhance its responsiveness.

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## Appendix A

### Chamberlain Branch Library User Questionnaire

1. How did you travel to the library?
   A. By car
   B. By walking
   C. By bicycle
   D. By public transportation
   E. By other means

2. How far is your home from the library?
   A. Less than 5 blocks (1/2 mile)
   B. 6 to 15 blocks (1/2 to 1 1/2 miles)
   C. 2 to 4 miles
   D. 5 to 14 miles
   E. 15 or more miles

3. What is your local address? _____

4. For how many years have you been using this branch library?
   A. 1 year or less
   B. 2 or 3 years
   C. 4 or more years

5. What is your age?
   A. 0 to 11 years
   B. 12 to 16 years
   C. 17 to 21
   D. 22 to 34
   E. 35 to 49
   F. 50 and over

6. How often do you use the library?
   A. This is my first visit
   B. Once a week or more
   C. Once or twice a month
   D. Less than once a month

7. Why did you come to the library? (You may check more than one response)
   A. To read magazines or newspapers
   B. To bring children or others
   C. To obtain information
   D. To browse for general reading material
   E. To return books
   F. Other:

8. What was the last school you attended?
   A. Elementary
   B. Junior High
   C. High School
   D. College
   E. Graduate School

9. Do you have any suggestions for this branch library?

Appendix B

Responses from Chamberlain User Questionnaires

| | 1971 | | 1975 | |
|---|---|---|---|---|
| | # | % | # | % |
| 1. How did you travel to the library? | | | | |
| A. By car | 76 | 77.6 | 212 | 81.2 |
| B. By walking | 22 | 22.4 | 40 | 15.3 |
| C. By bicycle | - | | 9 | 3.4 |
| D. By public transportation | - | | - | |
| E. By other means | - | | - | |
| 2. How far is your home from the library? | | | | |
| A. Less than 5 blocks | 45 | 46.0 | 64 | 24.5 |
| B. 6 to 15 blocks | 41 | 41.8 | 148 | 56.7 |
| C. 2 to 4 miles | | | 40 | 15.3 |
| D. 5 to 14 miles | 9 | 9.2 | 7 | 2.7 |
| E. 15 or more miles | 3 | 3.1 | 2 | 0.8 |
| 4. For how many years have you been using this branch library? | | | | |
| A. 1 year or less | | | 79 | 30.4 |
| B. 2 or 3 years | | | 61 | 23.5 |
| C. 4 or more years | | | 120 | 46.2 |
| 5. What is your age? | | | | |
| A. 0 to 11 | - | | (86)* | |
| B. 12 to 16 | 28 | 29.2 | 33 | 19.7 |
| C. 17 to 21 | 21 | 21.9 | 21 | 12.5 |
| D. 22 to 34 | 18 | 18.8 | 54 | 32.2 |
| E. 35 to 49 | 21 | 21.9 | 25 | 14.9 |
| F. 50 and over | 8 | 8.3 | 35 | 20.8 |
| | | | * Not included in % | |
| 6. How often do you use the library? | | | | |
| A. This is my first visit | 2 | 2.1 | 28 | 11.0 |
| B. Once a week or more | 27 | 29.0 | 68 | 26.8 |
| C. Once or twice a month | 49 | 43.0 | 116 | 45.7 |
| D. Less than once a month | 24 | 25.8 | 42 | 16.5 |

| | 1971 | | 1975 | |
|---|---|---|---|---|
| | # | % | # | % |
| 7. Why did you come to the library? | | | | |
| A. To read periodicals | 3 | 2.0 | 6 | 3.0 |
| B. To bring children or others | 19 | 12.1 | 21 | 11.5 |
| C. To obtain information | 37 | 23.6 | 1 | 0.5 |
| D. To browse for general read | 37 | 23.6 | 69 | 34.5 |
| E. To return books | 32 | 20.4 | 57 | 28.5 |
| F. Other | 29 | 18.5 | 46 | 23.0 |
| 8. What was the last school you attended? | | | | |
| A. Elementary | 4 | 4.1 | 11 | 6.6 |
| B. Junior High | 18 | 18.4 | 24 | 14.4 |
| C. High School | 47 | 48.0 | 81 | 48.5 |
| D. College | 24 | 24.5 | 41 | 24.6 |
| E. Graduate School | 5 | 5.1 | 10 | 6.0 |
| Sex Distribution | | | | |
| Female | 43 | 43.9 | 83 | 31.8 |
| Male | 55 | 56.1 | 178 | 68.2 |
| Racial Composition | | | | |
| White | | | 241 | 92.3 |
| Black | | | 20 | 7.7 |

## Appendix C

### Chamberlain At-Home Survey Questionnaire (Joy Park)

1. Do you ever go to Joy Park Community Center?
   ___ Yes
   ___ No

2. How long have you lived at your present address? _____

3. Do you use any public library or bookmobile?
   ___ No
   ___ Yes What library? _____

4. Do your children use any public library?
   ___ No
   ___ Yes
   ___ No Children

5. Do you know where the Chamberlain Branch is located?
   ___ No
   ___ Yes

6. Do you belong to any clubs, organizations, or churches?
   ___ No
   ___ Yes Would you name them: _____
   _____

7. How do you spend your free time?
   ___ Television
   ___ Reading
   ___ Sports
   ___ Visiting Friends

8. Would you be interested in reading about any of these subjects?
   ___ Medical problems
   ___ Household repairs
   ___ Woman's rights
   ___ Budgeting and buying
   ___ Job Training
   ___ Race and civil rights
   ___ Sewing and cooking
   ___ Politics
   ___ Drug and alcohol probs.
   ___ Mysteries
   ___ Sports
   ___ Sex
   ___ Adventure
   ___ Religion
   ___ Raising children
   ___ Romance
   ___ Nutrition
   ___ Biography

9. Would you say you read:
   ___ Fast
   ___ Slow
   ___ Average

10. How old are you?
    ___ 12-16
    ___ 17-21
    ___ 22-34
    ___ 35-49
    ___ 50 and over

11. Do you read any magazines?
    ___ No
    ___ Yes  Would you name those you prefer?

    _____

    _____

12. Which types of magazines do you like?
    ___ News
    ___ Sports
    ___ Movie or TV
    ___ Love and Romance
    ___ Fashion
    ___ Picture
    ___ Home and family
    ___ Health and science  OTHER:

13. The library is interested in finding out why people do not use the library. What discourages you from using the library? (Ask only if Not Use library)

    ___ Don't enjoy reading
    ___ It is mostly for students
    ___ Too boring
    ___ Too far away
    ___ Too expensive
    ___ Must take care of kids
    ___ Little free time
    ___ Not interested in education
    ___ OTHER (Let them answer first):

14. Is there anything that you would like the library to do for you?

15. The library is looking for new ways to serve the public. Would any of these things attract you to the library?

___ Showing of movies (nature, cartoon, adventure)
___ Easier books to read
___ More magazines
___ More help with choosing books
___ Children's programs
___ If library delivered books to my home
___ Books on Black culture and history
___ Air conditioned building
___ Other:

16. What do you expect from the library?

___ Popular books and fiction stories
___ Information of all kinds
___ Art, music, and cultrue
___ Educational programs for adults
___ Aid to children with their homework
___ Other:

Appendix D

Responses from Chamberlain At-Home Questionnaire (Joy Park)

| | | # | % |
|---|---|---|---|
| 1. Do you ever go to Joy Park Community Center? | | | |
| No | | 57 | 58.2 |
| Yes | | 41 | 41.8 |
| 2. How long have you lived at your present address? | | | |
| Less than 2 years | | 30 | 30.6 |
| 2 to 3 years | | 14 | 14.3 |
| 4 or more years | | 54 | 55.1 |
| 3. Do you use any public library or bookmobile? | | | |
| No | | 62 | 63.3 |
| Yes | | 36 | 36.6 |
| What library? | Chamberlain | 14 | |
| | Main | 13 | |
| | Another branch | 7 | |
| | Bookmobile | 2 | |
| 4. Do your children use any public library? | | | |
| No | | 42 | 55.3 |
| Yes | | 36 | 44.7 |
| No children | | 20 | --- |
| 5. Do you know where Chamberlain Branch Library is located? | | | |
| No | | 44 | 44.9 |
| Yes | | 54 | 55.1 |
| 6. Do you belong to any clubs, organizations, or Churches? | | | |
| NO | | 39 | 39.8 |
| Yes | | 49 | 50.0 |
| No response | | 10 | 10.2 |
| 7. How do you spend your free time? | | | |
| Television | | 47 | 48.0 |
| Reading | | 33 | 33.7 |
| Sports | | 24 | 24.5 |
| Visiting friends | | 32 | 32.7 |

8. Would you be interested in reading about any of these subjects? (number indicates responses)

| | | | |
|---|---|---|---|
| 36 | Medical problems | 23 | Mysteries |
| 22 | Household repairs | 26 | Sports |
| 16 | Woman's rights | 32 | Sex |
| 27 | Budgeting and buying | 23 | Adventure |
| 28 | Job training | 32 | Religion |
| 27 | Race and civil rights | 31 | Raising children |
| 37 | Sewing and cooking | 28 | Romance |
| 17 | Politics | 26 | Nutrition |
| 26 | Drug and alcohol probs. | 29 | Biography |

| 9. Would you say you read: | # | % |
|---|---|---|
| Fast | 29 | 29.6 |
| Slow | 14 | 14.3 |
| Average | 55 | 56.1 |

| 10. How old are you? | | |
|---|---|---|
| 12-16 | 9 | 9.2 |
| 17-21 | 11 | 11.2 |
| 22-34 | 31 | 31.6 |
| 35-49 | 18 | 18.4 |
| 50 and over | 29 | 29.6 |
| **Sex distribution** | | |
| Female | 72 | 73.5 |
| Male | 26 | 26.5 |
| **Racial Composition** | | |
| Black | 66 | 67.3 |
| White | 32 | 32.6 |

| 11. Do you read any magazines? | | |
|---|---|---|
| No | 22 | 22.4 |
| Yes | 76 | 77.5 |

12. Which types of magazines do you like?

| | |
|---|---|
| News | 22 |
| Sports | 22 |
| Movie or TV | 18 |
| Love and romance | 21 |
| Fashion | 29 |
| Picture | 4 |
| Home and family | 33 |
| Health and science | 17 |

13. The library is interested in finding out why people do not use the library. What discourages you from using the library? (Answer only if not use)

| | # | % |
|---|---|---|
| Don't enjoy reading | 12 | 19.4 |
| It is mostly for students | 9 | 14.5 |
| Too boring | 7 | 11.3 |
| Too far away | 11 | 17.7 |
| Must take care of kids | 13 | 21.0 |
| Too expensive | 1 | 1.6 |
| Little free time | 31 | 50.0 |
| Not interested in education | 2 | 3.2 |
| Other: | | |
| Buy own magazines | 5 | 8.0 |
| Sick or handicapped | 4 | 6.4 |
| Sick or handicapped relative | 6 | 9.6 |
| Can't get there | 4 | 6.4 |
| Difficult to return books | 3 | 4.8 |

14. The library is looking for new ways to serve the public. Would any of these things attract you to the library?

| | # | % |
|---|---|---|
| Showing of movies | 52 | 53.0 |
| Easier books to read | 23 | 23.4 |
| More magazines | 23 | 23.4 |
| More help with choosing books | 24 | 24.5 |
| Children's programs | 44 | 44.8 |
| If library delivered books | 27 | 27.6 |
| Books on Black culture | 44 | 44.8 |
| Air conditioned building | 35 | 35.7 |

15. What do you expect from the library?

| | # | % |
|---|---|---|
| Popular books and fiction stories | 56 | 57.1 |
| Information of all kinds | 70 | 71.4 |
| Art, music and culture | 45 | 45.9 |
| Educational programs for adults | 45 | 45.9 |
| Aid to children with their homework | 53 | 54.1 |

Appendix E

Census Tract Data for Joy Park and CB-PSA

| | JOY PARK | CHAMBERLAIN-PSA |
|---|---|---|
| Census tracts | 5032<br>5034<br>5035 | 5046<br>5047<br>5048<br>5033 |
| Total Population | 12,744 | 25,500 |
| Female | 52.3% | 52.6% |
| Male | 47.7% | 47.4% |
| White | 38.4% | 95.9% |
| | 61.6% | 4.1% |
| Age Distribution | | |
| 12-16 | 13.4% | 11.4% |
| 17-21 | 12.3 | 10.3 |
| 22-34 | 21.5 | 18.7 |
| 35-49 | 20.4 | 22.7 |
| 50 and over | 32.4% | 36.9% |
| Education (for 25 and over) | | |
| High school graduates | 34.0% | 51.0% |
| Attended college | 6.3% | 14.3% |
| Less than 8 yrs. of school | 38.9% | 26.2% |
| Family Income | | |
| Mean | $8177 | $10,952 |
| Families before poverty line ( range for tracts) | 11.0% TO 28.1% | 3.0% TO 8.8% |

Source: U.S. Bureau of the Census.

## Appendix F

...ta for Total Population (Joy Park and C3-P3A)

| | |
|---|---|
| Total Population . . . . . | 38,244 |
| Sex: | |
| Females . . . . . | 52.5% |
| Males . . . . . | 47.5% |
| Race: | |
| White . . . . . | 80.9% |
| Black . . . . . | 19.1% |
| Age Distribution: | |
| 0 -11 . . . . . | 21.3% |
| 12-16 . . . . . | 9.5 |
| 17-21 . . . . . | 8.7 |
| 22-34 . . . . . | 15.5 |
| 35-49 . . . . . | 17.3 |
| 50 and over . . . . . | 27.8% |
| Last School Attended | |
| High School . . . . . | 58.1% |
| College or Graduate . . . . . | 11.8% |
| Elem. or Junior High . . . . | 32.0% |

# CENSUS TRACTS IN THE AKRON, OHIO SMSA

INSET A - AKRON

APPENDIX G

76

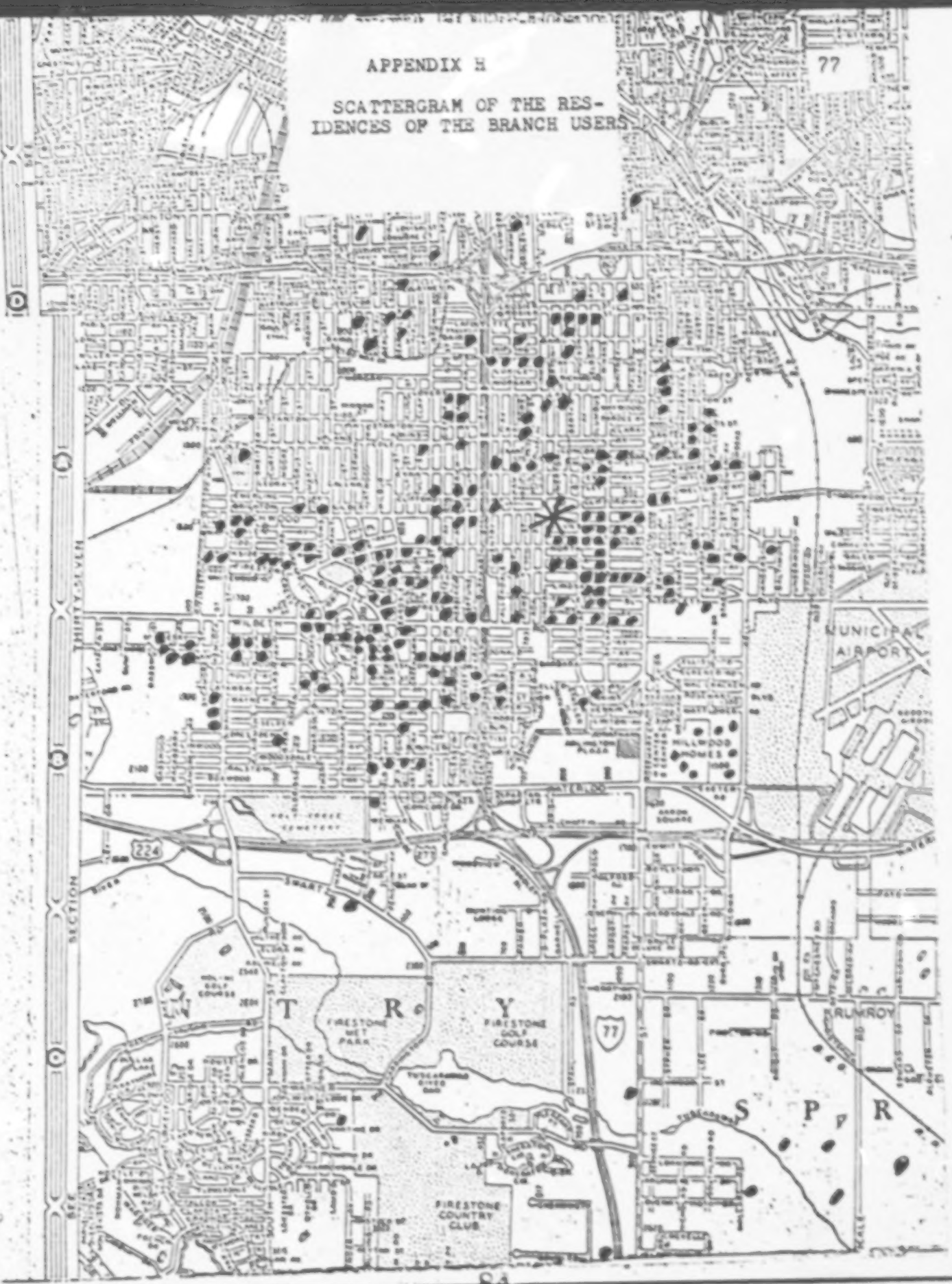
1970 Census of Population and Housing
CENSUS TRACTS
AKRON, OHIO
STANDARD METROPOLITAN STATISTICAL AREA
Final Report PHC(1)-2

2 OF 3

DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

APPENDIX H

SCATTERGRAM OF THE RESIDENCES OF THE BRANCH USERS



## Applied Sociology Project Proposal

### Qualifications

The intern holds a Bachelor of Arts degree from Gettysburg College, and a Masters of Library Science from Indiana University. All of the required courses are completed: Contemporary Sociological Theories, Quantitative Techniques, Research Design, Research Methodology, Sociology of Rehabilitation, and Applied Sociology.

During the academic year, the intern has done research to prepare for the internship. The topics he has examined are: the effectiveness of library boards, the life-style of the undereducated adult, and the ways of motivating the disadvantaged to use the library. It is imperative that one know about the client's perspective, and the ways that agencies have interacted with him, before one tries to design a program for him.

### Project Goals

The purpose of the internship is to assist the Chamberlain Branch of the Akron-Summit County Public Library to design a delivery system for the Joy Park Neighborhood, a low-income area. In order to carry out this assignment, the intern is planning the following:

1. To evaluate the present library services at the Chamberlain Branch Library. Some items to consider are: staff composition, hours, book collection, objectives, circulation records, group services, and individual services.

2. To obtain information about the operations of the Joy Park Neighborhood Center, a local social service outlet. It is necessary to know which kinds of programs are available, who the administrators are, and who their clients are. The library and the other social service agencies may benefit from closer cooperation.

3. To inquire directly and indirectly about the educational and informational needs and interests of the residents of this neighborhood. Any delivery system must be based upon the needs and interests of the clients.

4. To consider which types of library services successfully used in similar neighborhoods in other cities would be most appropriate in this branch library.

Project Completion

This internship in applied sociology will be conducted at the Chamberlain Branch Library, 760 East Archwood Road in Akron. The internship will begin on June 24th and end on August 26, 1975.

The intern will be responsible to Mr. John H. Rebenack, the Director of the Akron-Summit County Public Library. Dr. Alexander Boros will be the major advisor to the intern during this field experience.

The student is hopeful that he will be able to have the oral defense of the project and its related monograph sometime early this fall.

Academic Requirements

This internship fulfills eight (8) hours of credit. There will be forty days in the field, plus additional days to fulfill the requirements of the applied practicum, which provides four more hours of credit.

The intern is required to submit an applied monograph as partial work toward the requirements of the Masters of Arts degree. The monograph will include: (1) a log of the daily experiences of the intern as he proceeds in his project; (2) a practitioner's report to provide the library with the conclusions and implications of the investigations; (3) the sociological perspective, which shows how the intern integrates the field experience with his knowledge of sociological concepts, theories and methods; and (4) several other miscellaneous parts, as outlined in the handbook.

A copy of the practitioner's report will be submitted to Mr. Rebenack so that he may benefit from the internship.

Internship as Sociological Training

1. It enhances the student's knowledge and understanding of the life-styles of the undereducated adults by observation and interaction with them.

2. It provides the student with an experience in utilizing research methods with the restraints of an organization with limited money, staff, and a definite perspective.

3. The student can discover first-hand if his previous research is validated in "real life situations."

4. The internship teaches the student the difficulties and limitations, as well as the prospects, in designing social intervention programs.

Internship Committee

Committee Director _____

Committee Member _____

Committee Member _____

Intern _____

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